

Taking advantage of International Experiences, A Practice to Obtain International Perspectives with Arising Local Identity -Utilizing Stork-a Local Educational Asset, Let's Learn the Basis and Attitudes to Live together on Earth-

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Curriculum vitae

- 1982.4 Teacher of world history, Amagasaki Higasi Senior High School
- 1991.4 Teacher of Toyooka Kita Junior High School
- 1997.4 Teacher of Escuela Japonesa de Aguascalientes A.C. in Mexico
- 2000.4 Teacher of Toyooka Kita Junior High School
- 2001 Executive Director of Toyooka International Association
Published 「ブーゲンビリアの碧い空」
- 2003 International exchange between Spain and Japan with 10 students of Junior High
Schools in Toyooka
- 2005 Published 「ハチゴロウ、大空に舞え！」
- 2001・4・6年 Presentations in the meetings for Japanese Overseas Education



Synopsis

1. Methods and viewpoints learned from the teaching experience at Japanese School in Aguascalientes, Mexico
 - 1) Learned that it is important to review current JP education through the view of global citizenship;
examples) learned about the "differences" through Dowa-education and gender-equalized participation;
learned the perspectives as global citizenships through history education
 - 2) Learned that Long-term & systematic educational planning & teaching methods that enable all learning activities to be effectively connected is important
 - 3) Learned the Importance of connecting local educational assets and international understanding (effectiveness and how to avoid identity crisis)
 - 4) (Cultural and international) Exchange with local people (including foreign nationals), institutions, universities and with foreign countries
 - 5) Surveys before and after the implementation of this intercultural understanding activity and its flexible application (synthesizing tutelage and evaluation).

2. Examples of implementation plans
 - "Storks take wing" plan

1. What are the required skills?

- 1) Ability to love, understand and assert ourselves
- 2) Ability to understand, and respect different cultures so as to live together on one earth
- 3) Ability to find out global challenges, share them and try to solve them together. (refer to carte card)

2. Results and challenges

- 1) The questionnaire was filled out from each student in self-evaluation at 3 different time periods regarding the four points.
 1. Local fidelity-ability to understand TOYOOKA well and be proud of the city

- 2 . Feel that learning English is fun
3. Understanding different cultures and recognizing cultural differences
4. International cooperation-an understanding that we should all work together to find and solve global problems

- It has been suggested that in all areas from 1 to 4, students have shown positive responses after they started international exchange in July when they were at junior high 2nd graders, whereas they had been indifferent to multi-cultural understandings and international cooperation before..
- Regarding No.3, co-existence with different cultures, and No. 4., understanding towards international cooperation and multi-coexistence, today many more 2nd grade students are interested in exploring all of these.

2) Regarding the impacts on each subject reviews;

- Social studies and science and biology - the level of motivation among students has increased
- Japanese & Arts-motivation increased and magnificent works of art were created.
- English-more and more students are passing pre-second Eiken exam and 3rd eiken certificates.
- Extra-curricular school activities-students celebrated commencements in their own ways and parents also started to show interest in local areas
- Junior high 3rd graders made a home pages on storks

3) Cooperation with locals has flourished, as have, the perspectives among students and all those who helped stimulate awareness among employees.

- private lecturers
 High school student, Ms. Min (Korean)
 Researcher , Mr. Choi,
 German, Mr. Builgit & Ms. Nina (college students), Spanish, Ms. Martha from Spain, and Great Britain, and Ms. Nakajima who works for anti-global working committee, to avoid global warning
- Venue; kounotori-no-gou kouen (go park) and stork preservations at the city hall.
- University; Hogo university (Prof. Ikeada)

4) Reactions and communications between local areas and school and between school and local areas

- School letters (about 20 times)
- Symposium on "international stork symbolism".
- Volunteer work for Konotori Gou Park (18 students)
- Mural on "let's live with storks" by 176 graduating students
- Newspaper correspondence (a total of 16 times)
- At the request of Hyogo Prefecture TV company, 3 representatives were sent to the TV station so that they could make their presentation on storks
- A request by former Toyooka city to make a presentation at its closing ceremony

5) Unexpected positive reactions (feedback) from students as a result of these international exchanges

- Several students write letters to the students in Germany and South Korea
- Students already wrote to the newspaper directly 6 times in regards to Stork

3. PowerPoint presentation